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# Introduction

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# Introduction

by James Jennings

This issue of the *Trotter Review* focuses on a range of strategies and programs utilized for training black, Latino, and Asian educators and civic leaders. A number of efforts across the country are highlighted and summarized in this issue. Together, the articles offer important insights about the commonalities of some of the most exciting and important programs for training leaders from black, Latino, and Asian communities. The authors examine the critical elements of training and professional development programs that seem especially effective for students from these communities.

The first article highlights a unique professional and graduate training program in New Jersey established by Dr. Gloria Bonilla-Santiago. A major goal of this program is training representatives from the black, Latino, and Asian communities in how to cooperate and collaborate in order to influence public policy and neighborhood empowerment. This program was recently evaluated by the Trotter Institute. The next article, by Dr. Allen L. Sessoms, is a commentary about how higher education could exploit positively the strengths of black, Latino, and Asian administrators and faculty, but also discusses the professional obligation of these very same administrators regarding their particular institution and American higher education as a whole.

Dr. Delores E. Cross utilizes her professional experiences to suggest guidelines about the training and development of the leadership potential of women administrators. She suggests several areas of interaction that should be recognized as critical by institutions in actualizing the potential of women administrators. Dr. Bernard W. Harleston uses a case study of the City University of New York to examine a range of programs devoted to leadership training and professional development for blacks, Latinos, and Asians. He also offers a framework by which different programs can work collaboratively and exploit their respective programmatic strengths and resources for the benefit of students and the institution. The article by Drs. Sheila Gregory and Harold Horton also highlights several programs and strategies across the United States with the purpose of recruiting, retaining, and producing future leaders and educators from communities of color. While these two authors did not have the space to highlight many more important efforts, they do provide some insight about the reasons that make some of these programs successful.

Dr. Clarence G. Williams, writing from a vantage point at one of the nation's most prestigious institutions, M.I.T., suggests that mentoring is a critical resource in the training of future leaders, educators, and civic activists. However, he makes an important distinction between the role of "mentor," and that of a "role model." This distinction has not been appreciated in some of the germane literature. The next two articles represent focused case studies of two



strategies; one in New Jersey, the other in Boston. While there are administrative differences between the programs directed by Drs. Bonilla-Santiago at Rutgers University and Donald Brown at Boston College, both programs reflect the kind of training that is needed to develop leadership for communities of color in urban America.

We believe that readers will find this issue of the *Trotter Review* both timely and helpful in identifying the common elements of successful and effective programs for recruiting, retaining, and preparing black, Latino, and Asian students for the challenges facing their communities.

With the publication of this issue, I wish to take this opportunity to thank Ms. Leslie Bowen for her commitment and professionalism in serving as our publications manager for the last several years. Ms. Leslie Bowen is resigning in order to spend more time with her two beautiful children. Ms. Bowen's involvement with the *Trotter Review* has been one of the Institute's most important strengths. She has helped us to take the *Trotter Review* to "higher ground." I am glad to report, however, that Ms. Bowen will still be involved with our publications department on a periodic basis.

James Jennings is director of the Trotter Institute and professor of political science at UMass Boston. He is the author of a number of books, including *The Politics of Black Empowerment: The Transformation of Black Activism in Urban America*, and *Understanding the Nature of Poverty in Urban America*.